

# 2015 ESEA SCHOOL REPORT

<b>District:</b> LITTLE ROCK SCHOOL DISTRICT	<b>Superintendent:</b> BAKER KURRUS	<b>LEA:</b> 6001057
<b>School:</b> MABELVALE ELEMENTARY SCHOOL	<b>Principal:</b> DARIAN SMITH	<b>Address:</b> 9401 MABELVALE CUT-OFF
<b>Grade:</b> P - 5	<b>Attendance:</b> 95.14	<b>Address:</b> MABELVALE, AR 72103
<b>Enrollment:</b> 545	<b>Poverty Rate:</b> 91.56	<b>Phone:</b> (501) 447-5400

<b>OVERALL SCHOOL STATUS:</b>	<b>2014 NEEDS IMPROVEMENT</b>
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## PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	261	262	99.62	261	262	99.62
Targeted Achievement Gap Group	244	245	99.59	244	245	99.59
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	198	199	99.50	198	199	99.50
Hispanic	49	49	100.00	49	49	100.00
White	11	11	100.00	11	11	100.00
Economically Disadvantaged	238	239	99.58	238	239	99.58
English Language Learners	44	44	100.00	44	44	100.00
Students with Disabilities	30	31	96.77	30	31	96.77

## STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	41	229	17.90	21.47
Targeted Achievement Gap Group	40	215	18.60	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	31	174	17.82	10.44
Hispanic	9	45	20.00	15.49
White	1	8	12.50	26.68
Economically Disadvantaged	40	211	18.96	16.35
English Language Learners	9	41	21.95	8.19
Students with Disabilities	1	27	3.70	3.23

## STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	20	229	8.73	12.09
Targeted Achievement Gap Group	20	215	9.30	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	13	174	7.47	4.17
Hispanic	6	45	13.33	10.85
White	1	8	12.50	16.34
Economically Disadvantaged	18	211	8.53	8.85
English Language Learners	4	41	9.76	5.08
Students with Disabilities	3	27	11.11	3.23

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The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

### **PBA Only and EOY Only are not included in performance calculations.**

Number of enrolled students with completed PBA only: 3  
Number of enrolled students with completed EOY only: 3

### **Percent Tested: Source and Use of Enrollment**

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 11/12/2015